



普通高等教育“十五”国家级规划教材
教育部推荐使用大学外语类教材

COLLEGE ENGLISH

*Integrated Course 4
Student's Book*



上海外语教育出版社

SHANGHAI FOREIGN LANGUAGE EDUCATION PRESS

全新版

New

大学
英语

综合教程

学生用书

4

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SHANGHAI FOREIGN LANGUAGE EDUCATION

《大学英语》系列教材(全新版)

编写前言

1. 编写过程

《大学英语》系列教材自1986年的试用本问世以来,受到广大师生和英语学习者的青睐,先后被千余所院校采用,成为我国高校英语教学的首选教材,并荣获全国高等学校第二届优秀教材特等奖和国家教委高等学校第二届优秀教材一等奖。在这期间,教材曾数度修订,分别在1992年、1997年出版了正式本和修订本,以适应教学需要。然而,随着我国改革开放步伐的加快,社会各方面对大学生的外语学习,尤其是他们的外语实用能力,提出了更高的要求,要求他们不仅应具有较好的阅读水平,而且还要有一定的听、说、写、译的能力。我国的大学英语教学面临着新的挑战。为此,《大学英语教学大纲》进行了修改并于1999年公布了修订本,从而推动了英语教改的进一步深化。人们纷纷探求更适合我国国情的新的教学路子。教材作为教改的一个重要方面,作为教学思想的一种载体,理应有新的作为。

正是在这种新的形势鼓舞下,上海外语教育出版社组织、策划了《大学英语》系列教材(全新版)的编写工作。在该社的全力支持、协调下,开展了广泛而深入的调研、论证工作,并在此基础上经过精心设计,认真编写出《综合教程》和《听说教程》的样课,于2000年秋季在复旦大学等院校部分班级试用,同时征询了二十多个省市,数百所院校的意见。历经近三年时间的准备后,我们决定从今秋起陆续推出全新版,更好地服务于我国的大学英语教学。

《大学英语》系列教材(全新版)(以下简称《全新版》)由复旦大学、北京大学、华东师范大学、中国科学技术大学、华南理工大学、南京大学、武汉大学、南开大学、中国人民大学、中山大学、西安交通大学、东南大学、华中科技大学和苏州大学的数十位资深教授、英语教学专家分工协作、集体编写而成。复旦大学李荫华担任总主编,董亚芬、杨惠中、杨治中担任顾问。

2. 编写原则

1)《全新版》根据《大学英语教学大纲》(修订本)编写,供大学英语教学基础阶段使用。

2)《全新版》编写的指导方针是:立足本国,博采众长,即,充分吸取我国在外语教学中长期积累起来的行之有效的经验和方法,同时认真学习、借鉴国外的教学理论和方法,并根据我国当前的教学需要和现有条件,视其可行性,有选择地加以消化、改造、吸收。为此,本教材采用糅合中外多种教学法之长的折衷主义(eclecticism)的教学法。

我们提倡学生自主学习(autonomous learning),即学生应成为学习的主体,主动地、创造性地学习,同时又主张充分发挥教师的主导作用。在缺少外语语境而且学时又较少的情况下,我们认为组织好课堂教学是关键。在课堂,教师首先要讲好课、组织好学生对所学语言进行操练以及模拟真实的语境引导学生学以致用,同时,还应在学习方法上给学生以指导,使他们懂得如何自学并养成良好的自学习惯。

3)《全新版》旨在通过教师的“精讲”和学生的“多练”,通过读、听、说、写、译全方位的各种形式的课堂内外的实践,培养学生具有较扎实的英语语言基础和较强的英语综合应用能力。我们认为学生的操练,特别是说、写方面的实践活动,应以一定量的语言输入为前提。

4)《全新版》主张选用当代英语的常见语体或文体的典型样本作为素材。供阅读的主课文,不仅要语言规范而且应富有文采、引人入胜、给人以启迪;选文题材应广泛,以反映现实生活为主,科普内容的读物须占有一定比重;体裁应多样;语体兼顾书面语和口语以及正式语和非正式语。

5)《全新版》主干教程——《综合教程》——采用每一单元设一主题的形式。主题选自当代生活中的重大题材。这样可以将语言学习贯穿在了解、思考、探讨现实生活中的各种问题的过程中,充分体现交际法的教学原则。其他教程的相应单元与该主题亦有一定的呼应。

6)《全新版》的练习设计,一切从有利于学生打好语言基础和提高语言应用能力出发,针对我国学生的薄弱环节和实际需要,做到有的放矢;形式尽可能采用交互方式(interaction),如pair work、group discussion、debate等,或采用“任务”方式(task-based approach),如口头或书面就某个问题发表看法等。

7)考虑到学生在读完四、六级后参加大学英语四、六级考试的实际需要,《全新版》除了在各教程中均设有数量的一定数量的类似四、六级考题形式的练习外,还特地将《综合教程》中的Test Yourself设计成四、六级考卷形式,以帮助学生逐步熟悉该考试形式,对其有所准备。

3. 全书框架

全书由下列几部分组成:

综合教程(1—6册)(本册)《大学英语(全新版)》(1—6册)
(每册由8个单元组成)

阅读教程(通用本)(1—6册)

(每册由8个单元组成)

阅读教程(高级本)(1—6册)

(每册由8个单元组成)

快速阅读(活页)

(每册由8个单元组成)

听说教程(1—6册)

(每册由16单元组成)

另有供预备级使用的教材一套,组成与上述同,每种教程一册。

另编有语法手册一本,供学生课外参考使用。

除快速阅读外,各教程均配有**教师用书**;综合、听说教程配有相应的录音磁带和光盘。

4. 使用说明

建议每两周(8课时)处理系列教材的一个单元,即综合、泛读、快速阅读各一个单元和听说教程两个单元。其中,综合5课时,泛读和快速阅读1课时,听说教程2课时。

使用时,各校可根据具体情况灵活掌握。

每单元由4部分组成:

Part I 读前准备活动 (pre-reading task)

Part II 正课文 (Text A)

Part III 副课文 (Text B) (for home reading)

Part IV 与主题相关的语言操练 (theme-related language learning tasks)

编者

2001年3月

3. 使用说明

每个单元的四个部分组成一个有机的整体。Part I 和 Part III 供学生课外自学 (Part I 的录音连同 Text A 的录音磁带将随书供应), 老师只需做适当检查; 教师课上主要讲授、操练 Part II 和 Part IV。

建议每5课时处理一个单元,但使用时,各校可根据具体情况灵活掌握。

4. 本书简介

本书为《综合教程》的第四册,供修读大学英语四级的学生使用;现将书内各

关于《综合教程》的编写和使用

1. 编写宗旨

本教程是整个系列教材的主干教程，旨在指导学生在深入学习课文的基础上，从词、句、语篇等角度进行读、听、说、写、译多方面的语言操练，着重培养学生的英语语言能力和综合应用能力，尤其是读和写的能力。

2. 全书框架

全教程共分6册（预备级另有1册）。每册配有相应的教师参考书。

每册分8个单元。

每单元设一主题（theme），含同一主题的课文两篇（正副各一篇）。

每单元由4部分组成：

Part I 读前准备活动（pre-reading task）

Part II 正课文（Text A）

Part III 副课文（Text B）（for home reading）

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本书为《综合教程》的第四册，供修读大学英语四级的学生使用。现将书内各

单元的四个部分分别简介如下:

Part I 为每单元提供了一段与该单元主题紧密相关的录音(形式有歌曲、小故事、短文等),要求学生上课前预习时听。该录音的文字稿附在书后以供参考。这一活动旨在激活学生已有的知识图式、引导学生进入主题并为学习课文做好准备。

Part II 由正课文、词表和练习三部分组成。课文注释采用脚注。练习部分主要包括下列几方面:

课文理解 (Comprehension)

含课文内容提问(Content Questions)、思考讨论题(Points for Discussion)、课文结构(Text Organization)

语感培养 (Language Sense Enhancement)

含课文背诵、诗、格言集锦、幽默故事

语言操练 (Language Focus)

每单元挑选出 30-40 个常用的四级词和短语 (Words and Phrases to Drill) 作为重点操练的复用词,这一部分练习主要围绕它们来进行。下分词汇 (Vocabulary)、结构 (Structure)、综合性的语篇练习 (Comprehensive Exercises) 等部分。

词汇项下,除对重点词语操练的常设项目外,还视各课的具体情况分别设有 Collocation、Usage、Synonyms、Confusable Words、Word Family、Word Formation 等分项。

综合性的语篇练习项下又分 Cloze A (根据课文内容写成)、Cloze B 和成段翻译(中译英)。

Part III 由副课文、词表和练习三部分组成。课文的注释同样采用脚注形式。每课词表列出 20 个四级词和短语 (Words and Phrases to Learn) 作为复用词供操练,其余的生词和短语可查找书后的词汇表。练习包括有关课文内容的多项选择题、课文句子翻译(英译中)和词语填充。练习答案亦附于书后。

Part IV 是一项进一步深化的综合性口、笔实践活动。它是在学生经过了正、副课文的学习和一系列的语言操练后,对相关主题的内容和语言表述已有所掌握的前提下进行的。主要由小组讨论和课堂写作两部分构成。后者以前者为基础。书后练习答案附录中,有一篇写好的作文供学生参考。

这一部分对于培养学生的综合能力至关重要,建议安排 1 课时。

书内按四单元为一组设计了两份试卷,供学生阶段性复习用。试卷按照大学英语四、六级考试题型设计,以便让学生逐步熟悉其形式,为今后参加大学英语四、六级考试作好准备。

书末附有三个附录供参考。

《综合教程》由复旦大学大学英语教学部负责编写。李荫华、王德明、夏国佐、余建中担任主编,孙骊担任主审。英国专家 Anthony Ward 协助编写和审阅。

本书的编写从内容到形式都有不少新的尝试，加之编者水平所限，不妥之处，敬请读者批评指正。

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编者
2001年3月

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Fighting with the Forces of Nature

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Part I

Pre-Reading Task

Listen to the recording two or three times and then think over the following questions:

1. Sailors often have to fight against the forces of nature. Sometimes they win; sometimes they lose. Who wins in the story that is told in the song?
2. Where did the storm take place?
3. When did the storm occur?
4. Why did the crew fear the worst?

The following words in the recording may be new to you:

legend n. 传说	gale n. 大风	hurricane n. 飓风
hatchway n. 舱口	cave in 坍塌	capsize v. (使) 倾覆
chime vi. (钟) 敲响		

Part II

Text A

in any case
 a case of
 in the case of
 a case = best (最佳)

They say that pride comes before a fall ^{in turns of} In the case of both Napoleon and Hitler, the many victories they enjoyed led them to believe that anything was possible, that nothing could stand in their way. Russia's icy defender was to prove them wrong. stand in the way

RAF.

= Royal Air Force.

fault

crust

THE ICY DEFENDER'

flooding
tsunami

Nila B. Smith

Widal Waves

In 1812, Napoleon Bonaparte, Emperor of the French, led his Grand Army into Russia. He was prepared for the fierce ^{resistance to} ~~resistance~~ of the Russian people defending their homeland. He was prepared for the long march across Russian soil to Moscow, the capital city. But he was not prepared for the devastating ^{destructive} ~~destructive~~ enemy that met him in Moscow — the raw, bitter, bleak ^{desastous} ~~bleak~~ Russian winter. ^{no experienced.}

flooding

2 In 1941, Adolf Hitler, leader of Nazi Germany, launched an attack against the Soviet Union, as Russia then was called. Hitler's military might ^{unmatched/unrivalled} ~~might~~ was unequaled. His war machine had mowed down ^{无比} ~~mowed down~~ resistance in most of Europe. Hitler expected a short ^{相对} ~~short~~ campaign but, like Napoleon before him, was taught a painful lesson. The Russian winter again came to the aid of the Soviet soldiers.

launch sb into oneself.

with/be (all one's) might and main

Napoleon's Campaign

3 In the spring of 1812, Napoleon assembled an army of six hundred thousand men on the borders of Russia. The soldiers were well trained, efficient, and well equipped. This military force was called the Grand Army. Napoleon, confident of a quick victory, predicted the conquest of Russia in five weeks. ^{conquer (or)}

4 Shortly afterwards, Napoleon's army crossed the Neman River into Russia. The quick, decisive victory that Napoleon expected never happened. ^{to win the love or favor (of sb)}

1 The text is taken from Be A Better Reader (7th edition) published by Globe Fearon in 1997.

casino

RAF

To his surprise, the Russians refused to stand and fight. Instead, they retreated eastward, burning their crops and homes as they went. The Grand Army followed, but its advance march soon became bogged down by slow-moving supply lines.

intend that

撤退

be bogged down

5 In August, the French and Russian armies engaged at Smolensk, in a battle that left over ten thousand dead on each side. Yet, the Russians were again able to retreat farther into Russian territory. Napoleon had won no decisive victory. He was now faced with a crucial decision. Should he continue to pursue the Russian army? Or should he keep his army in Smolensk for the approaching winter?

engage for in

engaged in to

gamble away finish

encounter

should

take a risk of

6 Napoleon took the gamble of pressing on to Moscow, 448 kilometers away. On September 7, 1812, the French and Russian armies met in fierce battle at Borodino, 112 kilometers west of Moscow. By nightfall, thirty thousand French and forty-four thousand Russians lay dead or wounded on the battlefield.

7 Again, the Russian army retreated to safety. Napoleon had a clear path to Moscow, but the occupation of the city became an empty victory. The Russians fled their capital. Soon after the French arrived, a raging fire destroyed two-thirds of the city. Napoleon offered a truce to Alexander I, but the Russian czar knew he could bide his time: "We shall let the Russian winter fight the war for us."

bide one's time

8 Napoleon soon realized he could not feed, clothe, and quarter his army in Moscow during the winter. In October 1812, he ordered his Grand Army to retreat from Moscow.

A minus B plus

9 The French retreat turned into a nightmare. From fields and forests, the Russians launched hit-and-run attacks on the French. A short distance from Moscow, the temperature had already dropped to minus 4 degrees Celsius. On November 3, the winter's first snow came. Exhausted horses fell dead in their tracks. Cannon became stuck in the snow. Equipment had to be burned for fuel. Soldiers took ill and froze to death. The French soldiers dragged on, leaving the dead along every mile.

[self]

be taken ill

drag out move slowly

20

25

30

35

40

45

50

10 As the Russian army was gathering its strength, the French had to flee Russia to avoid certain defeat. At the Berezina River, the Russians nearly trapped the retreating French by burning the bridges over the swollen river. But Napoleon, by a stroke of luck, was able to build two new bridges. Thousands of French soldiers escaped, but at the cost of fifty thousand dead. Once across the Berezina, the tattered survivors limped toward Vilna.

at a stroke
stagger

11 Of the six hundred thousand soldiers Napoleon had led into Russia, less than one hundred thousand came back. The weakened French army continued its retreat westward across Europe. Soon, Britain, Austria, Russia, and Prussia formed a powerful alliance and attacked these stragglers. In March 1814, Paris was captured. Napoleon abdicated and went into exile, his empire at an end.

放弃(权利)

Hitler's Invasion invade

beat sea/ a loss

12 By early 1941, Adolf Hitler, leader of Nazi Germany, had seized control of most of Europe. To the east of Hitler's German empire was the Soviet Union. On June 22, 1941, without a declaration of war, Hitler began an invasion of the Soviet Union that was the largest military land campaign in history. Confident of a quick victory, Hitler expected the campaign to last no longer than three months. He planned to use the blitzkrieg, or "lightning war," tactics that had defeated the rest of Europe. The invasion had three broad thrusts: against Leningrad and Moscow and through the Ukraine.

win by surprise tactics
strategy

tactful
tactless

13 Caught off guard by the invasion, Soviet leader Joseph Stalin instructed the Russian people to "scorch the earth" in front of the German invaders. Farms and factories were burned, destroyed, or rendered useless. During the first ten weeks of the invasion, the Germans pushed the front eastward, and the Russians suffered more than a million casualties.

take sb. by surprise
把...烧焦

broad

in broad outline
daylight
去去
broad hint

14 In the north, the Germans closed in on Leningrad. Despite great suffering, however, the people of Leningrad refused to surrender. As the battle of Leningrad dragged on into winter, the city's situation became desperate.

Casualty ward/department
伤亡
急诊室

绝望的

As food ran out, people died from hunger and disease. By the middle of the

heat sb. out

render sth (to sb)
= give sb. in return